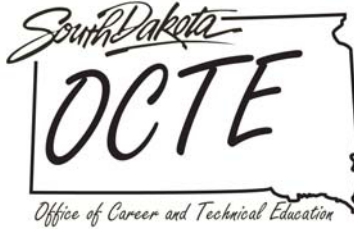


**South Dakota Department of Education
Office of Career and Technical Education
Secondary**



**2005-2006
PROGRAM IMPROVEMENT INSTRUMENT
Southeast Region**

Program

School District/Multi-District

Required Signatures:

We have reviewed this instrument and are in agreement with the basic plans as described.

School Superintendent Date
Multi-District Director

Principal Date

Teacher Date

Teacher Date

Advisory Committee Member Title/Occupation Date

Advisory Committee Member Title/Occupation Date

Program Improvement Instrument

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Secondary Career and Technical Program Improvement Process

Introduction

The Program Improvement Process (PIP) is South Dakota's model for all career and technical education programs. This model identifies criteria found in quality programs. Specific indicators suggest ways that a career and technical education program can meet the criteria expected in quality programs.

The Program Improvement instrument is designed to help establish "where programs are now, where they want to be, and how they are going to get there." The PIP is also a step in the Perkins program approval process.

The instrument is designed to help programs identify plans to meet the criteria and improve program quality. An "Action Plan" sets time lines, identifies the person(s) responsible for completing activities and determines the need for technical assistance. This assistance may include other local teachers, administrators, community resources, and/or state staff.

Program Improvement Process Dates and Locations

Southeast Region Southeast Technical Inst.	Wednesday, September 21 st , 2005, 6:00-9:00 pm
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Northeast Region Lake Area Technical Inst.	Wednesday, January 18, 2006, 6:00-9:00 pm
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Central Region Mitchell Technical Inst.	Thursday, January 19, 2006, 6:00-9:00 pm
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Western Region Western Dakota Technical Inst.	Thursday, January 26 th , 2006, 6:00-9:00 pm
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All teachers from schools with approved programs or programs seeking approval are strongly encouraged to attend.

Program instructors or administrators may request an on-site evaluation of their program with the Office of Career and Technical Education (OCTE). Instructions for this process are explained in the following pages.

All secondary programs seeking federal funds for the upcoming year will be required to complete the requirements set forth for their region.

The programs within the Southeast Region are under review for this fiscal year and are required to complete the following:

1. Host a meeting with their local program advisory committee.
2. Develop a list of measurable goals (minimum of 3 goals).
3. Complete a strategic plan with steps to accomplish each goal.
4. Submit a completed secondary PIP instrument of evaluation along with a copy of the strategic plan and list of goals.

Completing rough drafts of the first 3 steps prior to the September 21st workshop is required. Step 4 will be due December 1st, 2005.

Programs in the Central, Northeast, and Western Regions will be required to:

1. Update a list of measurable goals created during last full review.
2. Update strategic plans to reflect changes in goals.
3. Complete and submit progress report.

The Progress Report must be submitted to OCTE no later than February 3rd, 2006.

Objectives of the workshops are to assist teachers in formulating and completing the assignments required through Perkins regulations. An informational period will be provided during the workshops to answer any questions from participants concerning Career and Technical Education.

Program instructors or administrators may request an on-site evaluation of their program with the Office of Career and Technical Education.

OCTE reserves the right to reject or accept the action plan and goals if they fail to meet state office standards.

4.

Process for On-site Reviews

The following steps describe the process for programs preparing for an on-site review:

1. Teacher(s) identifies the on-site review team and submits names to state office three weeks prior to the on-site review. Use the review team form on page 13.
2. Teacher(s) complete the Program Improvement Instrument, pages 5-10.
3. Using completed instrument, teacher(s) develops 3-5 program goals to be completed in the next four years; form on page 11.
4. Teacher(s) sends original completed instrument and program goals to the state office three weeks prior to on-site visit.
5. Teacher(s) sends copy of completed instrument and program goals to review committee two weeks prior to on-site visit.

Instructions for On-site visit

1. State staff facilitates discussion of Program Improvement Instrument.
2. Review team develops Action Plan for program to complete over the next four years; see page 15; sample on page 14.
3. Teacher completes a draft of the Action Plan and submits a copy to the state office within one month of the on-site visit.
4. State office reviews draft plan and approves/recommends revisions within one month of submission.
5. Teacher sends completed Action Plan to review team members within one month of receiving final approval.

Supplemental Materials for Continuing Programs

The appendix includes a Recommended On-Site Review Team, the On-Site Review Team Form, a Sample Action Plan, the Action Plan Form, and a list of definitions.

The essential components for approved secondary Career and Technical Education (CTE) programs are listed below. This assessment tool was developed to assist local school districts in planning, implementing, and conducting quality CTE programs. Specify if the indicator was met by marking “yes” or “no”. Also, indicate if any improvement is needed. Space for written comments is provided at the end of each section.

	Yes	No	Minor Improvement Needed	Major Improvement Needed
I. CURRICULUM, INSTRUCTION, AND PLANNING				
A. Syllabus Development/Crosswalk Project				
1. Technical standards/competencies are clearly identified in the course syllabi. Attach sample for review				
2. Mathematics, science, and reading and communication arts standards are integrated into the course syllabi. Attach sample for review.				
3. Employability standards (SCANS) are integrated into the course syllabi.				
4. There is an approved standards-based course syllabus for each course in the program on file in the Office of Career and Technical Education (OCTE). (How current?)				
5. The program's advisory committee has reviewed the course syllabi.				
6. The teacher(s) reviews and revises course syllabi annually to reflect new competencies/standards, new technologies, changing labor market needs, and updated teaching strategies.				
7. The program uses project-based instruction.				
8. The projects relate to identified course goals.				
9. The program offers basic and advanced curriculum.				
10. The program has an articulation agreement with a postsecondary institute.				
11. The teacher(s) uses a variety of methods to evaluate students' achievement of technical, academic, and workplace skills.				
12. The program requests Perkins funds to assist in attaining PIP goals.				
13. The teacher requests Perkins funds to meet program standards/competencies.				
Comments or suggestions:				
A. Program Accountability				
1. The program meets Perkins Measure 1.1 : “64.49% of program completers will attain a complete battery percentile rank score of 50 or higher on the 11th grade Stanford Achievement Test.”				
2. The program meets Perkins Measure 2.1 : “93.40% of program concentrators and completers will demonstrate attainment of at least 70% of the vocational and technical skill proficiencies associated with this program. The student's program may be modified through an IVEP.”				
3. The program meets Perkins Measure 3.1 : “76.30% of the senior students enrolled in the program this reporting year will obtain completer status (graduate from high school).”				
4. The program meets Perkins Measure 4.1 : “91.88% of student completers in this program will be placed into additional training or education in accredited private or public postsecondary institution, military, and/or employment.”				
5. The program teacher uses the Perkins Standards and Measures and additional data for program evaluation, planning, and improvement.				
6. The program requests Perkins funds to address any program accountability measures not met and has a specific plan for meeting standards and measures.				

Comments or suggestions:

	Yes	No	Minor Improvement Needed	Major Improvement Needed
C. Advisory Committee				
1. The committee is representative of business and industry, men, women, minorities, nontraditional areas, local workforce development, management, labor, students.				
2. The advisory committee reviews curriculum and course syllabi to determine if technical and academic skills meet state and national standards.				
3. The committee assists the program by suggesting equipment purchases, instructional materials, facility improvement, program revisions and/or expansions.				
4. The committee meets at least twice a year and minutes are kept.				
5. The committee has a written plan of operation.				
Comments or suggestions:				
B. Long-Range Curriculum Plan				
1. The program has a plan to add, delete, and/or revise courses.				
2. The long-range plan was developed with input from the program's advisory committee.				
3. The program teacher provides input into the development of the local Perkins' plan.				
4. The program is modified when changes are needed.				
Comments or suggestions:				
C. Career and Technical Student Organizations (CTSO)				
1. The program students have the opportunity to participate in a CTSO.				
2. The CTSO provides opportunities for all members to develop leadership skills.				
3. The goals and activities of the chapter relate to the career and technical education program goals.				
4. The CTSO activities and projects help students understand the relevance of their career and technical instruction.				
5. Students participate in local, regional, state, and/or national activities.				
6. Students enrolled in program are members of CTSO.				
Comments or suggestions:				
D. Instructional Resources				
1. The instructional resources are adequate for the level of the program.				
2. The instructional resources address program competencies.				
3. The instructional resources address business and industry standards.				
Comments or suggestions:				

	Yes	No	Minor Improvement Needed	Major Improvement Needed
G. Work Experience				
1. Opportunities for students to participate in job shadowing, mentoring, or internships are related to this program.				
2. Employability skills are emphasized in this program.				
3. Students' employability skills are evaluated.				
4. Industry certification is available to students (if applicable).				
Comments or suggestions:				
II. FACILITIES, EQUIPMENT & SAFETY INSTRUCTION				
A. Classrooms/Laboratories				
1. The teacher evaluates and retains records of students' safety knowledge.				
2. Students and teacher use approved safety equipment.				
3. Safety glasses, ear protection, first aid kits, fire extinguishers, and other safety equipment are readily available.				
4. A sufficient amount of storage space is available for instructional materials, equipment, laboratory supplies, and projects.				
5. The facility provides safe storage for potentially flammable, caustic, or otherwise hazardous materials.				
6. The facility is maintained in an orderly, safe, and clean condition.				
Comments or suggestions:				
B. Equipment				
1. Equipment is in good working condition.				
2. Sufficient funds are available for repair, maintenance, and replacement of equipment.				
3. The equipment is up-to-date and representative of business and industry standards.				
4. A listing of all equipment purchased with federal funds in the past 4 years is kept on file. This equipment is located in an approved CTE program.				
5. A complete inventory of all equipment is on file in the district & available for review.				
6. Equipment requested through Perkins funds is for <u>program improvement</u> , not merely program maintenance.				
Comments or suggestions:				
III. STAFF				
A. Teacher Certification				
1. The teacher has a career and technical education certification.				
2. If the teacher does not hold a current, appropriate certificate, a Professional Development Plan is on file with OCTE.				
3. If applicable, teacher holds appropriate industry certification.				
Comments or suggestions:				

	Yes	No	Minor Improvement Needed	Major Improvement Needed
B. Professional Development				
1. The teacher participates in professional organizations related to the program.				
2. The teacher has participated in professional development activities in the past three years.				
3. Perkins funds are used to fund professional development.				
Comments or suggestions:				
B. Community Relations				
1. The program has a written marketing plan.				
2. The program publicizes events and activities.				
Comments or suggestions:				
IV. STUDENT SERVICES				
A. Supportive Services				
1. The program is accessible to special population students.				
2. Special population students are made aware of the program.				
3. The program teacher is involved in developing IEPs for program students.				
4. The IEP includes an assessment of the student's interests, abilities and career goals.				
3. Program publications are free of gender-biased, stereotyping pictures and language.				
4. Program publications present a broad range of career opportunities to all students regardless of race, color, national origin, disability, or gender.				
5. All students, regardless of race, color, national origin, disability, or gender, are represented in program publications.				
Comments or suggestions:				
B. Nontraditional Enrollment				
1. The program meets Perkins Measure 5.1 : "Students enrolled in this program comprise 10.50% of the gender considered nontraditional for the occupations for which this program prepares students."				
2. The program meets Perkins Measure 5.2 : "Students considered nontraditional in this program will comprise 7.05% or more of the completers."				
3. If the program is nontraditional, the teacher uses strategies to encourage, enroll, and retain nontraditional students.				
4. The teacher has collaborated with counselors and administrators to relate the program's goals, activities, and prerequisites.				
5. Identify specific strategies used to encourage, enroll, and retain nontraditional students and what supports are in place for nontraditional students.				
Comments or suggestions:				

	Yes	No	Minor Improvement Needed	Major Improvement Needed
C. Career Development				
1. If available, teacher participates in High Schools That Work.				
2. Program participates in Career Clusters.				
3. Program offers internship opportunities for students.				
Comments or suggestions:				
V. ADMINISTRATION				
A. Program Management				
1. Administrators and program teacher consult on budgetary needs.				
2. Teachers are aware of the program budget and budget status.				
3. The program is supported by a budget that considers program needs and number of students.				
4. A policy for equipment and instructional materials purchase and replacement is in place.				
5. Perkins and local funds are used to purchase and/or upgrade program equipment and instructional materials.				
6. The local education agency submits required statistical, financial, and final narrative reports.				
Comments or suggestions:				

Program Improvement Process Program Goals

School _____

Program _____

Use this form to help prioritize goals to achieve program improvement.

Goal 1 _____

Goal 2 _____

Goal 3 _____

Goal 4 _____

Goal 5 _____

Recommended On-Site Review Team

The local administration and/or program teacher(s) will recommend five individuals for the on-site visit.

Suggested team members that could serve on the review team:

1. Occupational Area
 - a. Program Advisory Committee member
 - b. Business/industry representatives in instructional area
 - c. Potential employer
 - d. Past program student
2. Educators
 - a. Teacher of a similar program
 - b. Academic content teacher
 - c. Local school counselor
 - d. Administrator
 - e. Teacher educator
3. Other Community Representatives
 - a. South Dakota Job Service representative
 - b. South Dakota Workforce Development Council member

Submit recommended On-Site Review Team members on the following form (page 12). Please include name and title, organization representing, address, and appropriate telephone numbers. This form should be mailed to the state office **three weeks** prior to the on-site review team visit.

Potential team members should be contacted before form is submitted to the State Office.

Program Recommended On-Site Review Team

Please complete all information on this form.

School District/ Multi-District	Program Name	Teacher(s) Name	Phone Number/E-mail Best Contact Time

We recommend the following individuals to serve on the On-Site Planning Team:

Name/Title/Company	Complete Mailing Address & E-Mail	Telephone

Return to State Office three weeks prior to the On-Site visit.

Sample Action Plan

Date: October 19, 2005

School/Program: Top Notch School/Family and Consumer Sciences

Team Members: John Doe, Suzy Jane, Sally Jones, Joe Smith

Teacher(s): Sandy Hanson

State Office Facilitator: George Rockhold

Category: I. Curriculum, Instruction, and Planning	Person Responsible	Time Line	Need Assist.
Indicator (Letter and Number): D. 1. The program has a plan to add, delete, or revise courses.			
Goal: Re-evaluate course offerings and update them to meet the state standards.	S. Hanson	Sept 2005	
Activity 1 Teacher and advisory committee will review current course syllabi and determine necessary changes.	S. Hanson, Advisory Committee	March 2004	No
Activity 2 Teacher will meet with school administration to determine if changes are feasible.	S. Hanson, Administration	April 2004	No
Activity 3 Teacher updates course syllabi and submits them to OCTE for state approval.	S. Hanson	Jan. 2005	Yes, OCTE
Activity 4 Teacher will implement the instruction that was developed in the approved course syllabi.	S. Hanson	Sept. 2005	No

Program Improvement Process Action Plan

Date:

School/Program:

Team Members:

Teacher(s):

State Office Facilitator:

Category:	Person Responsible	Time Line	Need Assist.
Indicator (Letter and Number):			
Goal:			
Activity 1			
Activity 2			
Activity 3			
Activity 4			

DEFINITION OF TERMS

Academic Standard - A statement of expectation for demonstrated knowledge or performance in the academic disciplines from which one or more benchmarks are developed.

Apprenticeship - A program registered with the Department of Labor or the State Apprenticeship agency in accordance with the Act of August 16, 1937, known as the National Apprenticeship Act, which is conducted or sponsored by an employer, a group of employers or a joint apprenticeship committee representing both employers and a union and which contains all terms and conditions for the qualification, recruitment, selection, employment and training of apprentices.

Articulation Agreement - Secondary and postsecondary vocational technical programs secure agreements with postsecondary technical institutes, colleges, universities, other training facilities for advance placement and/or credit for competencies mastered in the secondary and/or postsecondary programs by program students.

Authentic Assessment - Collection of assessment data in the context of student performance of actual occupational, academic, or life tasks.

Basic Academic Skills - Skills in reading, writing, mathematics, speaking, listening and problem-solving which are necessary for individuals to succeed in technical training programs.

Career Clusters - A grouping of several career majors that are generally viewed as having a common set of foundation knowledge, skills, and attitudes related in practice.

Career Major - A coherent sequence of courses or field of study that prepares a student for a first job. A major integrates academic and occupational learning, school-based and work-based learning, and establishes linkages between secondary and postsecondary institutions.

Coherent Sequence of Courses - A series of courses in which technical and academic education are integrated and which directly relates to, and leads to, both academic and occupational competencies.

Completer - A student who earned two Carnegie units of credit or more within a program and will be graduating in the spring. 12th graders graduating who have earned at least two Carnegie units in a program in a prior year are considered “completers,” even if they are not enrolled in the program in the present year.

Crosswalk Project, The - An exercise that offers academic and technical teachers an opportunity to work jointly to increase the academic rigor in technical programs, as well as increase application and relevance in academic programs.

Curriculum - An organized framework of teaching/learning activities, experiences, assessment, design, and in some cases, materials, which leads to achievement of a specified set of Integrated Curriculum Standards.

Employability Skills - Skills relating to choosing a career, getting and keeping a job, making job and career changes and career advancement.

Equal Access - Providing the same opportunity for quality education to include all areas of special populations including provisions for recruitment/enrollment in all programs and placement of these individuals (persons with disabilities, academically or economically disadvantaged, potential dropouts, limited English proficiency or non-traditional students).

Gender Bias - Behavior resulting from the assumption that one sex is superior to the other. Attributing behaviors, abilities, interest, values and roles to a person or group of persons on the basis of their sex.

Indicators - Specific examples programs could implement to achieve the criteria for a quality program.

Integrated Learning – Student exposure to learning experiences that involve collective use of knowledge, skills, and attitudes in workforce and academic areas.

National Career Development Guidelines - A structure for a comprehensive career guidance and counseling system.

PDP - Professional Development Plan is a process used to assist those teachers who do not hold an original SD teaching certificate. The plan outlines those steps and timelines that will be utilized to gain the original SD teaching certificate. This plan is especially helpful for business/industry representatives including teaching as an expanded career.

Portfolio - A system of career planning and documentation.

Program - A coherent sequence of instruction that is based upon a validated set of competencies.

Rubric - An established and written-down set of criteria for scoring or rating students' performance on tests, portfolios, writing samples, or other performance tasks. A scoring tool designed to assist in the process of clarifying and communicating expectations for students. Rubrics are grading grids containing specific information about what is expected of students for every performance standard.

SCANS - Secretary's Commission on Acquiring Necessary Skills. Knowledge and skills (including higher-order thinking skills and attitudes of workers) identified in a national survey of employers as fundamentally important in all job settings. These skills center around students' ability to use resources, information, interpersonal, systems, and technology skills. It is important to identify where these skills are integrated into the curriculum and CTSO activities. These skills are sometimes called "transferable work skills," the general work skills used in most work settings.

Skill Standard - A statement of expectation, including benchmarks, for demonstrated knowledge or performance of tasks required for a worker to perform satisfactorily in a given occupation or job.

Special Needs - A sub-system of the local educational system responsible for the joint provision of specialized or adapted programs and services (or for assisting others to provide such services) for persons with disabilities, disadvantaged or exceptional children and youths.

Special Populations - Those individuals identified within any one of the following groups: economically disadvantaged; academically disadvantaged; limited English proficiency; persons with disabilities as defined in the Americans With Disabilities Act; males in traditionally female occupations; females in traditionally male occupations; single parents, including single pregnant women; displaced homemakers.

Supplementary Services - Curriculum modification, equipment modification, classroom modification, supportive personnel and instructional aids and devices.

Transferable Work Skills - Those general work skills that are used in all work settings. These skills may include application/interviewing process, job retention, teamwork, problem-solving, decision-making, time management, and keyboarding.